

Title: Improving teaching and clinical training: TACT program

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What problem was addressed: Medical educators learn how to teach by observing their colleagues; they do not have any formal training in education. Also mostly, they do not have the time to work for an educational academic degree. Therefore, the outcome of the medical education process varies greatly. Thus, a formal training in education that respect the tight time of the medical educators was introduced.

What was tried: A blended program, part on-line and part interactive, to improve teaching and clinical training (TACT program) was instituted. The distance learning, on-line, part was composed of four modules (introduction to training, interactive lecture, skill training in different clinical settings and effective feedback), pre-test & post-test, four assignments, learning resources for self-learning, and discussion forum to generate learning community. The interactive, two days, has included many activities to cultivate learning and to assess the gained skills. The effects of the blended TACT program were studied using questionnaire and self reporting rating scale to assess the trainees' reaction. The pre-test, post test, four on-line assignments and the number of the posts in the discussion forum were used to assess trainees' learning. Furthermore the checklists were used to assess the trainee's performance in conducting interactive lecture and conducting skill training. For successful completion of the program, the participants should score >90% in the post test, 60% in the checklists, pass the four assignments and post four discussion topics.

What lessons were learned: To date, 92 medical educators have been trained and a five interactive sessions were conducted. The 73 participants in this study were trainers in the 2 Ministry of Health hospitals (MOH) and 19 participants were faculty members, of whom 7.6% were professors, 3.3% were assistant professors and 9.8% were lecturers. The reactions of the participants were stated, 94% stated that the program met their expectations, 95% stated that the gained knowledge and skills were applicable and 95% would recommend the TACT program for other educators. Moreover, There was a significant improvement in the participants' learning, the mean pre-test score was 9.84 ± 4.34 and the mean post-test score was 18.59 ± 3.6 , p -value=0.000. Participants' self reporting using a rating scale from one to ten (one is the least and ten is the highest), revealed significant improvement in their perceived knowledge and skills after the interactive session. The participants' perceived knowledge level before and after the interactive session were 4.49 ± 0.8 vs. 8.99 ± 0.66 and their skills were 6.15 ± 0.9 vs. 8.99 ± 0.56 ; p -value= 0.000 for each. The successful completion of the program was in 54 participants (58.7%) and 38 participants (41.3%) have failed, of whom 17.4% failed in the post-test, 35.9% failed in the assignments, 22.8% failed in posting topics in the forum, 27.2 failed in the conducting interactive lecture and 6.5% failed in conducting skill training. The success rate was significantly higher

among the faculty members if compared to trainers in the MOH hospitals, 94.7% vs. 49.3%, p-value=0.000. These preliminary results confirm that the formal training on education by TACT program improves the teaching and clinical training competency of the medical educators. 3

References:

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